

Category	Decision	GE vote	Next step
Basic Communication			Send to Writing & PRES
Prejudice and Discrimination/DEIS			Send to chairs
Quantitative Skills			Send to chairs
Natural Sciences	Cortland with minimal change. Add lab clarification to description.	Approved	Faculty senate
Humanities	SUNY with minimal change.		Send to chairs
Social Sciences	Adopt the SUNY SLO language		Send to chairs
Arts	Cortland with revision.		Send to chairs
US History and Society/Civic Engagement	Cortland with no changes.	Approved	Faculty senate
Contrasting Cultures	Adopt SUNY with sustainability defined and non-western retained.		Send to chairs
Foreign Language	No significant changes recommended	Approved	Faculty Senate
Critical thinking	Recommendations	Approved	Faculty Senate
Information Resources	Recommendations	Approved	Faculty Senate

SLO Revision Worksheet

Current SUNY Cortland Category	SUNY 2023 Category	SUNY Cortland Current Student Learning Outcomes (SLOs)	SUNY Approved Student Learning Outcomes (SLOs)	GE Committee Recommended Revisions
GE 10 Basic Communication	Communication – Written and Oral (Required)	<p>Students will</p> <ol style="list-style-type: none"> 1. be able to produce coherent texts within common college-level written forms; 2. demonstrate the ability to revise and improve their written texts; 3. demonstrate the ability to research a topic, develop an argument and organize supporting details; 4. develop proficiency in oral discourse; 5. demonstrate the ability to evaluate an oral presentation according to established criteria. 	<p>Students will</p> <ol style="list-style-type: none"> 1. research a topic, develop an argument, and organize supporting details; 2. demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience; 3. evaluate communication for substance, bias, and intended effect; and 4. demonstrate the ability to revise and improve written and oral communication. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. produce coherent texts within common college-level written forms; 2. revise and improve their written texts. 3. demonstrate the ability to research a topic, develop an argument and organize supporting details; 4. demonstrate proficiency in oral discourse; 5. evaluate an oral presentation according to established criteria; 6. demonstrate the ability to evaluate communication for substance, bias, and intended effect
GE 11 Prejudice and Discrimination	Diversity: Equity, Inclusion, and Social Justice (Required)	<p>Students will demonstrate an understanding of</p> <ol style="list-style-type: none"> 1. how power, bias, prejudice and discrimination can affect society's values, attitudes and institutions; 2. approaches that address barriers and foster greater equity and inclusivity. 	<p>Students will</p> <ol style="list-style-type: none"> 1. describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender; 2. analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and 3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. demonstrate the ability to describe historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender; 2. analyze the role that social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; 3. apply the principles of rights, access, equity, and autonomous participation to social justice action.
GE 1 Quantitative Skills	Mathematics (and Quantitative Reasoning) (Required)	<p>Students will demonstrate the ability</p> <ol style="list-style-type: none"> 1. to interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics; 2. to represent mathematical information symbolically, visually, numerically and verbally; 3. to employ quantitative methods, such as 	<p>Students will demonstrate mathematical skills and quantitative reasoning, including the ability to</p> <ol style="list-style-type: none"> 1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics; 2. represent mathematical 	<p>Students will:</p> <ol style="list-style-type: none"> 1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics; 2. represent mathematical information symbolically, visually, numerically, or verbally as appropriate; 3. employ quantitative methods such as

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		<p>arithmetic, algebra, geometry or statistics, to solve problems;</p> <ol style="list-style-type: none"> to estimate and check mathematical results for reasonableness; to recognize the limits of mathematical and statistical methods. 	<p>information symbolically, visually, numerically, or verbally as appropriate; and</p> <ol style="list-style-type: none"> employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems. 	<p>arithmetic, algebra, geometry, or statistics to solve problems.</p>
GE 2 Natural Science	Natural Sciences (and Scientific Reasoning) (Required)	<p>Students will demonstrate</p> <ol style="list-style-type: none"> an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; knowledge of the principles of one or more of the natural sciences; the ability to apply scientific data, concepts and models in one or more of the natural sciences, and relate the relevant technology and principles they have studied to modern life. 	<p>Students will demonstrate scientific reasoning applied to the natural world, including</p> <ol style="list-style-type: none"> an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and application of scientific data, concepts, and models in one of the natural (or physical) sciences. 	<p>Students will:</p> <ol style="list-style-type: none"> demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; demonstrate knowledge of the principles of one or more of the natural sciences. ability to apply scientific data, concepts and models in one or more of the natural sciences, and relate the relevant technology and principles they have studied to modern life.
GE 7 Humanities	Humanities	<p>Students will</p> <ol style="list-style-type: none"> be able to critically respond to works in the humanities; be able to discuss major human concerns as they are treated in the humanities; demonstrate an understanding of the conventions and methods of at least one area in the humanities. 	<p>Students will</p> <ol style="list-style-type: none"> demonstrate knowledge of the conventions and methods of at least one of the humanities; and recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts. 	<p>Students will:</p> <ol style="list-style-type: none"> demonstrate knowledge of the conventions and methods of at least one of the humanities; apply the methods of at least one area in the humanities by recognizing and analyzing nuance and complexity of meaning through critical reflections on written texts, visual images, sonic expressions, or other materials.
GE 3 Social Science	Social Sciences	<p>Students will demonstrate</p> <ol style="list-style-type: none"> an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; 	<p>Students will</p> <ol style="list-style-type: none"> describe major concepts and theories of at least one discipline in the social sciences; and demonstrate an understanding of the methods social scientists use to explore social phenomena. 	<p>Students will:</p> <ol style="list-style-type: none"> describe major concepts and theories of at least one discipline in the social sciences; demonstrate understanding of the methods social scientists use to explore social phenomena.

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		<ol style="list-style-type: none"> 2. knowledge of major concepts, models and issues of at least one discipline in the social sciences. 		
GE 8 The Arts	The Arts	<p>Students will demonstrate an understanding of</p> <ol style="list-style-type: none"> 1. at least one principal form of artistic expression and the creative process inherent therein; 2. the significance of artistic expression in past and/or present civilizations. 	<p>Students will</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein. 	<p>GE 8 requested a category description change to clarify their SLOS:</p> <p>Category Description: The goal of this category is to engage students in self-reflective practices within the arts. Courses in this category will help students develop an awareness of the creative process as a system of inquiry in which aesthetic elements are involved (ex: studio art, design, emerging media, creative writing, music composition or performance, directing or stagecraft).</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. apply the methods used to study and critique an artistic medium and its physical practice that informs, persuades, or otherwise engages with an audience; 2. establish knowledge of diverse histories and/or contemporary practices within the arts; 3. develop and articulate an understanding of creative expression in terms of its social, political, cultural, aesthetic and historical context.
GE 4 United States History and Society	US History and Civic Engagement	<p>Students will demonstrate</p> <ol style="list-style-type: none"> 1. knowledge of a basic narrative of American history, such as political, economic, social and cultural, including knowledge of unity and diversity in American society; 2. an understanding of state and mediating institutions in American society and how they have affected different groups, including ethnic minorities and women; 3. an understanding of America's evolving relationship with the rest of the world. 	<p>Students will</p> <ol style="list-style-type: none"> 1. demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation; 2. understand the role of individual participation in US communities and government; and 3. apply historical and contemporary evidence to draw, support, or verify conclusions. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of a basic narrative of American history, such as political, economic, social and cultural, including knowledge of unity and diversity in American society; 2. demonstrate understanding of state and mediating institutions in American society and how they have affected different groups, including ethnic minorities and women; 3. demonstrate an understanding of America's evolving relationship with the rest of the world.

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GE 6 Contrasting Cultures	World History and Global Awareness	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the distinctive features of the history, institutions, economy, society, culture, etc. of one non-western civilization; 2. compare and/or contrast another contemporary culture or other contemporary cultures with the dominant themes of U.S. culture; 3. demonstrate an understanding of cultural differences in world views, traditions, cultural institutions, values, social systems, languages and means of communication. 	<p>Students will</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and 2. demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one non-Western or indigenous civilization or culture in relation to other regions of the world; 2. demonstrate understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on environmental, social, or economic sustainability.
GE 9 Foreign Language Requirement	World Languages	<p>Students will demonstrate</p> <ol style="list-style-type: none"> 1. basic proficiency in the understanding and use of a foreign language; 2. an understanding of the distinctive features of culture(s) associated with the language they are studying. 	<p>Students will</p> <ol style="list-style-type: none"> 1. exhibit basic proficiency in the understanding and use of a world language; and 2. demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. demonstrate basic proficiency in the understanding and use of a foreign language; 2. demonstrate an understanding of the distinctive features of culture(s) associated with the language they are studying.
Critical Thinking Competency	Critical Thinking and Reasoning	Used SUNY previous outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Clearly articulate an issue or problem; 2. Identify, analyze and evaluate ideas, data, and arguments as they occur in their own or others' work; 3. Acknowledge limitations such as perspective and bias; and 4. Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. demonstrate the ability to clearly articulate an issue or problem; 2. identify, analyze and evaluate ideas, data, and arguments as they occur in their own or others' work; 3. acknowledge limitations such as perspective and bias; 4. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.
Information Literacy	Information Literacy		<p>Students will</p> <ol style="list-style-type: none"> 1. locate information effectively using tools appropriate to their need and discipline; 2. evaluate information with an awareness of authority, validity, 	<p>Students will:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding and use of basic research techniques in order to locate information; 2. evaluate information, in order to select the best resources for their information

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			<p>and bias; and</p> <p>3. -demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.</p>	<p>needs;</p> <p>3. recognize the ethical dimensions of information use, creation, and dissemination in order to responsibly create content.</p>